

QUALIFICATIONS AND FUNCTIONS OF THE ELEMENTARY
SCHOOL COUNSELOR AS PERCEIVED BY PUBLIC
ELEMENTARY SCHOOL PRINCIPALS IN IOWA

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CHAPTER I

INTRODUCTION

The sudden burst of guidance services, and the appointment of staff counselors in elementary schools, during the past decade reflects the impact of a few developments which by now are familiar to almost everyone:

1. The universal acceptance of the educational implications of what we have learned about child development. . . .¹
2. The education of the whole child has become a reality in terms of the common effort of all teachers in all schools. . . .²
3. The increasing complexity of choices--and thus of decision-making--and the growing awareness that basic attitudes and choices begin early in the child's life have made many teachers and administrators sensitive to the need for a critical evaluation of early-childhood education and of middle-childhood education as to their impact upon the child's growth in life-planning and choice-making. . . .³
4. Evidence has piled up from many sources that the forerunners of the high school drop-out problem, of the problem of underachievement, of the waste of talents of our girls, of the waste of talent of many children--and especially those from minority groups--lie in the child's experiences from babyhood to adolescence and cannot be adequately dealt with if we wait until the junior high school. . . .⁴
5. We have become increasingly aware of the impact of home life, parental attitudes, and community influences in the determination of the child's sense of self, his sense of his worth--or lack of

¹George E. Hill, Management and Improvement of Guidance (New York: Appleton-Century-Crofts, 1965), pp. 43-45.

²Ibid.

³Ibid.

⁴Ibid.

worth--his aspirations, his values, his achievements. . . .¹

These five developments have formed the basis for the introduction of organized and staffed guidance services in the elementary schools.

For a long time, teachers and principals have performed some guidance services for elementary-school children and a few schools have had guidance specialists. In the last few years, however, an increasing number of schools have set up guidance programs with personnel selected specifically to meet the needs of elementary-school children.²

Specialists experienced in helping elementary-school children know that guidance at this level is quite different from guidance in high school. Services on both levels aid pupils in reaching a higher step in their development, but the nature of the higher step and the maturity of the children dictate the functions of guidance and the training of guidance consultants.³

Since children everywhere have some common needs, guidance programs set up to meet their needs have many similar functions. But since elementary-school programs

¹Ibid.

²Louise O. Eckerson and Hyrum M. Smith, "Successful Guidance in Elementary Schools," The Education Digest, XXVIII (November, 1962), 20-21.

³Ibid.

have evolved from local conditions, the services offered differ from school to school in organization, personnel, and emphasis of the program.¹

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to obtain opinions from public elementary school principals in Iowa concerning (1) the relative importance of certain areas of professional preparation and background work experience in elementary counselor training; (2) the work assignment of the elementary school counselor in the elementary school; and (3) the relative importance of certain functions of the elementary school counselor.

Significance of the problem. Personnel involved in planned guidance activities at the elementary level vary with each individual situation. The elementary principal certainly has a very important role to perform if the guidance program in the elementary school is to be a success. Major functions of the principal in developing and carrying out a satisfactory guidance program in the elementary school are:

1. The principal helps the staff to develop a sound philosophy of guidance.
2. The principal takes the initiative in organizing the school's program of guidance service.

¹Ibid.

3. The principal provides for in-service education of the staff in guidance principles and procedures.
4. The principal coordinates the guidance program.
5. The principal provides direct counseling services to pupils when needed.
6. The principal encourages the staff to evaluate the effectiveness of the guidance services.¹

The actual role that the elementary school counselor will be performing will no doubt be one as perceived largely by the elementary school administrator. Therefore, the writer believed the study was significant in that its purpose was to ascertain how the elementary school counselor was perceived by elementary school principals in Iowa.

II. PROCEDURES USED IN THE STUDY

Methodology of research. A closed opinionnaire was used to gather information pertaining to: (1) areas of professional preparation and background work experience in elementary counselor training; (2) the work assignment of the elementary school counselor in the elementary school; (3) functions of the elementary school counselor; and (4) the professional background and work experience of elementary school principals.

Information that was used in the study and in formulating the opinionnaire was gathered from (1) available

¹Paul J. Misner, Frederick W. Schneider, and Lowell G. Keith, Elementary School Administration (Columbus: Charles E. Merrill Books, Inc., 1963), p. 253.

research compiled in the area of elementary counselor training and background work experience, and functions of the counselor; (2) selected readings in elementary school guidance and secondary school guidance; (3) selected readings in elementary school administration and supervision; (4) selected readings in research techniques and procedures; (5) general catalogs from various universities and colleges throughout the country, concerning descriptions of courses pertinent to counselor training; and (6) the publication, Data On Iowa Schools.¹

Ten public elementary school principals from ten different elementary schools in Polk County were selected to help validate the opinionnaire. Changes and adoption of the final opinionnaire form followed this validation process.

Opinionnaires were mailed to 924 elementary school administrators representing 1283 elementary schools in the 458 public four-year high school districts in Iowa. The 924 elementary administrators represented a 100 per cent sampling of elementary school administrators in the State of Iowa. An opinionnaire² and a cover letter,³ along with a stamped, return-addressed envelope, were mailed to each of the 924 elementary school administrators by the Personnel

¹Iowa State Department of Public Instruction, Data On Iowa Schools, A Report Prepared by the Division of Data Processing (Des Moines: Iowa State Department of Public Instruction, 1966), pp. 33-45.

²See Appendix A.

³See Appendix B.

and Guidance Department of the Iowa State Department of Public Instruction.

Of the 924 opinionnaires mailed, 671, or 73 per cent, were returned, of which 601, or 65 per cent, of the opinionnaires were used in the study. Sixty, or 7 per cent, of the returned opinionnaires were not used because of insufficient data.

The Division of Data Processing of the Iowa State Department of Public Instruction recorded the data gathered from the opinionnaires on IBM cards. Programs for reports were developed and data were tabulated and recorded on print-out sheets for analysis.

Plan of presentation and analysis. Textual discussion and tables were used to describe and illustrate the percentage of response and the relative importance given each individual item in the various sections of the study. Data were analyzed and evaluated to ascertain the degree of importance of each item in the areas of training and background work experience, work assignments for the counselor, and functions for the elementary school counselor.

Textual discussion and a table were presented to describe and illustrate the background, training, and work experience of the elementary principals responding in this study, with the following categories being described: (1) full-time or part-time principal; (2) sex; (3) age; (4) ele-

mentary teaching experience; (5) elementary administrative experience; (6) pupil enrollment; (7) vertical pattern of school organization; (8) horizontal pattern of school organization; (9) semester hours of college credit; (10) semester hours in guidance and counseling; and (11) degrees received.

III. ASSUMPTIONS AND LIMITATIONS OF THE STUDY

Assumptions of the study. In recent years there has been a growing awareness of the need for organized programs of guidance at the elementary level. Several basic assumptions are presented that tend to support the need for the study of elementary school principals' opinions concerning the elementary school counselor.

With guidance programs organized and established at the secondary level, there is a need to improve and clarify the nature of guidance in the elementary school. There are, no doubt, many differences as well as similarities between the two levels that need clarification.

A second assumption is that considerable confusion exists regarding various aspects of guidance in the elementary school such as the qualification and training of elementary school counselors as well as the role and functions of the elementary counselor.

Some groups and individuals look upon the elementary school counselor as an intruder and disturber of the peace.

Consequently, a third assumption is that there is a need to clarify the nature of guidance in the elementary school among such groups as elementary principals, elementary supervisors, classroom teachers, school psychologists, and school social service workers.

Limitations of the study. Certain limitations are recognized in this study. Thirty-five per cent of the population sampled are not included in the results of this study. The unknown opinions could very readily affect the findings of the study.

Consideration should also be given to factors influencing the opinions expressed by elementary principals, such as: (1) the elementary school situation--a large or small school system; (2) the pupil-personnel services and workers available; (3) unique circumstances existing at the time opinions were submitted; and (4) the effect of previous teaching and administrative experiences.

IV. DEFINITION OF TERMS

Certain terms used in this study require clarification. They are defined as follows:

Full-time elementary principal. A full-time principal is one who is employed throughout the entire school day in duties of administration and supervision.

Part-time elementary principal. In this study, a part-time principal is one who is a classroom teacher all or part of the school day, and whose administrative duties are performed during the part of the school day when he is not teaching in the classroom or, the part-time principal may be the superintendent of schools or the high school principal who is acting in the capacity of elementary school principal.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter on the review of literature contains the views held by various authorities in the field of guidance and by school administrators responding to research studies in relation to areas of professional preparation and guidance functions of the counselor in the elementary school.

I. PROGRAM OF PREPARATION IN COUNSELOR EDUCATION

Literature written on the nature of the preparation for becoming an elementary school counselor is general and rather limited. A source of difficulty in designing a preparation program for the elementary counselor has been the dilemma over the guidance function and the role definition for the counselor in the elementary school. In reviewing the literature, it becomes necessary, therefore, to start with the professional education that might be considered common to all school guidance workers and proceed to education applicable to elementary school counselors.

Report of Division 17 of the American Psychological Association. A special committee of Division 17 of the American Psychological Association has prepared a report "to state what counseling psychologists believe is the necessary role of psychology and of psychologists in the preparation

of school counselors."¹ This committee prepared a list of principles that they considered relevant to professional preparation of the school counselor and to his effective functioning. The principles are presented in part as follows:

1. Although the program of counselor education and preparation may be located in a single department or school it should be interdisciplinary in nature. Each discipline should be taught by qualified specialists trained in the discipline itself and oriented to the work of the counselor.
2. The school counselor, like other qualified specialists in the school system, should have a thorough knowledge of schools and the educational setting; however, teaching experience is not the only way of acquiring this knowledge and hence is not a necessary prerequisite to becoming a counselor.
3. Since preparation in appropriate fields at the undergraduate level is necessary to provide depth for graduate education, it is appropriate to use advanced undergraduate courses to meet basic requirements.
4. In determining where in the training program the trainee should begin, due account should be taken of relevant knowledge he brings with him.
5. Because of the difficulty of evaluating previous academic work in basic psychology, a placement examination should be developed and used to determine areas of weakness or strength for planning further study.
6. Planned sequences of courses, as opposed to collections of relatively unrelated courses taken in fractionated segments, are essential.
7. Full-time study is generally superior to training programs completed entirely in summer school and extension classes.
8. The counselor education program must include adequate supervised experiences.

¹Committee of Division 17 of the American Psychological Association, "The Scope and Standards Of Preparation In Psychology For School Counselors," American Psychologist, XVII (March, 1962), 149-150.

9. Adequate performance of the counseling function requires a minimum of two years of graduate preparation.¹

In considering the content areas in the field of psychology, the committee stated:

Since counseling is concerned primarily with analyzing, understanding, and modifying individual behavior, a substantial part of the professional preparation program for school counselors must necessarily be psychological in nature. The relevant content areas in psychology may be subsumed under two headings: basic and professional. The first includes content areas designed to provide the counselor with a general understanding of the principles of human behavior; the second includes those areas of psychology which are more directly related to the practice of school counseling.²

The committee indicated the basic content areas they considered important were:

1. ~~Differential Psychology~~ Developmental Psychology.
3. Learning.
4. Personality.
5. Social Psychology.³

The committee of Division 17 indicated that the specific applications of psychology include:

1. Vocational Psychology.
2. Appraisal Procedures in Counseling.
3. Psychology of Counseling.
4. Professional Relationships and Ethics.
5. Laboratory and Practicum in Counseling.⁴

Other content areas in counselor preparation that the committee listed that were not exclusively psychological in

¹Ibid.

²Ibid., p. 150.

³Ibid.

⁴Ibid., p. 151.

nature, were:

1. Group Dynamics and/or Human Relations.
2. Statistics and Psychometric Theory.
3. Educational and Psychological Measurement.
4. Occupational, Educational, and Personal-Social Information.¹

Reports of the various divisions of American Personnel and Guidance Association. Four American Personnel and Guidance Association bodies recently have prepared statements either embodying, or entirely devoted to, counselor education: the American School Counselor Association's statement of policy and guidelines in definition of the school counselor's preparation, the American Personnel and Guidance Association's interdivisional committee report on the counselor's preparation and role, the Wrenn report for the American Personnel and Guidance Association commission in guidance, and the Association For Counselor Education and Supervision standards for counselor education.

A section from the American School Counselor Association's statement of policy states:

School counselor education programs should include the following components:

- a. A core of professional study consisting of the following elements: (1) developmental and educational psychology, (2) counseling theory and procedure, (3) educational and psychological appraisal, (4) group theory and procedures, (5) the psychology and sociology of work and vocational develop-

¹Ibid.

- ment, (6) the functions and methodology of research, and (7) the legal and professional ethics of counseling and education.
- b. Provision for developing a background in the humanities and the social, behavioral, and biological sciences according to the particular needs and developmental status of each counselor candidate.
- c. Supervised experiences such as laboratory, practicum, and internship work.
- d. Provision for developing a working understanding and appreciation of the school's curriculum and the psychological and sociological climate of in-school learning situations.¹

Essential aspects of studies in the professional preparation of counselors as set forth by the American Personnel and Guidance Association's interdivisional committee report are in part:

1. Professional study in counseling should provide counselors with a knowledge of counseling theory and practice; group procedures; testing and other methods of psychological and educational appraisal; the cognitive and emotional processes of growth, change, and adjustment; the social, education, and work environment; economic, psychological, and sociological aspects of work and vocational development; statistics; research methodology; legal responsibilities and professional ethics.
2. Essential in the core of counselor preparation is supervised experience such as laboratory work, counseling practicum, and internship.
3. Counselor preparation should emphasize philosophy, theory, and scientific knowledge as well as specific techniques and procedures in a manner that assures understanding and mastery of counselor functions and that helps the counselor candidate to learn to adapt his professional self-concept

¹American School Counselor Association, Proposed Statement of Policy for Secondary School Counselors and Proposed Guidelines for Implementation of the ASCA Statement of Policy for Secondary School Counselors (Washington, D. C.: American Personnel and Guidance Association, 1964).

and his professional skills to a variety of work situations.¹

Officers of the American Personnel and Guidance Association asked Wrenn² to look into the future of society, of education, and of the role and preparation of the professional counselor. Wrenn and the Advisory Commission, appointed by the American Personnel and Guidance Association to work with him, analyzed and evaluated data from two studies of secondary school counselors and one of elementary school counselors. Wrenn indicated in his report concerning the professional education of the future counselor that:

Graduate counselor education currently focuses upon psychological understanding and will, of course, continue to do so. There will be an expansion beyond the individual differences, and test and measurement level which describes too large a proportion of current curricula.

The second major development in graduate education for counselors involves study of the immediate culture of the community, the larger culture of the nation, and the various cultures of the world.

A third emphasis grows out of the proposal that counselors work almost as much with other school people and with parents as they do with students.

A fourth major task for the counselor growing out of this report calls for at least minimal under-

¹American Personnel and Guidance Association, "The Counselor: Professional Preparation and Role," Personnel and Guidance Journal, XLII (January, 1964), 538-540.

²C. Gilbert Wrenn, The Counselor in a Changing World (Washington, D. C.: American Personnel and Guidance Association, 1962).

standing of research procedures and cautions.¹

Wrenn continued:

Pulling together all that has been said it is proposed that a minimal two-year graduate program include the following:

1. One major core in psychology, including developmental and child psychology, personality growth and dynamics, and group psychology.
2. A second major core in the study of societal forces and culture changes involving the graduate areas of sociology, anthropology, economics, and international relations. This core could be based upon undergraduate preparation in any of the natural sciences, social sciences, or humanities.
3. An understanding of the basic educational philosophies and school curriculum patterns.
4. Provision for the essential applied or technique courses in counseling, measurement, educational and occupational information, etc., to the extent of not more than one-fourth of the total graduate program.
5. Supervised experience in both individual counseling and planned group situations to the extent of not less than one-fourth of the total graduate program.
6. An elementary understanding of research methods and cautions, including an introduction to electronic computer programming and the outcomes to be expected from computer use.
7. Introduction to the problems of ethical relationships and legal responsibilities in counseling.²

Under Section II: Curriculum: Program of Studies and Supervised Experiences from the Association for Counselor Education and Supervision, the following program of studies in secondary counselor education is recommended:

- a. The foundations and dynamics of human behavior and of the individual in his culture.
- b. The educational enterprise and processes of education.

¹Ibid., pp. 166-167.

²Ibid., pp. 167-168.

- c. Professional studies in school counseling and related guidance activities:
- (1) philosophy and principles underlying guidance and other pupil personnel services;
 - (2) individual appraisal, including the nature and range of human characteristics and methods of measuring them;
 - (3) vocational development theory; informational materials and services;
 - (4) counseling theory and practice;
 - (5) statistics and research methodology, independent research, and an introduction to data processing and programming techniques;
 - (6) group procedures in counseling and guidance;
 - (7) professional relationships and ethics in keeping with the APGA Ethical Standards;
 - (8) administration and coordination of guidance and pupil personnel services;
 - (9) supervised experience.¹

Professional literature pertaining to elementary school counselor preparation. Hill has given a list of principles that he considers will require some attention in the proper preparation of elementary school counselors:

1. That there be sufficient differentiation of elementary school counselor education from secondary school counselor education to insure the achievement of those understandings and skills peculiarly needed in the elementary schools.
2. That there be sufficient commonality to provide mutual understanding and concern among workers with children and youth and proper developmental emphasis in the guidance programs of the various grade levels in the schools.
3. That preparation programs seek to balance our knowledge of the day-to-day demands of school situa-

¹ Association for Counselor Education and Supervision, American School Counselor Association, Counselor Education: A Progress Report on Standards (Washington, D. C.: American Personnel and Guidance Association, 1962).

tions with the most effective creative ideas so that guidance may be constantly improved and geared to meet future needs.

4. That preparation programs seek to help bring into balance a variety of learning experiences such as will encourage the counselor education student to grow in:

Theoretical knowledge, breadth of understanding.

Skill, know-how, tested by carefully supervised practicum experiences covering the whole range of job requirements.

Self-understanding and personal fitness, the kind of maturing we may well expect of adults of sound mental health.¹

A 1961 study of preparation programs for school counselors revealed few significant differences between elementary and secondary guidance programs.²

In 1964, Nitzschke³ surveyed all the institutions in the United States offering at least a master's degree, to identify the ones that provided counselor education for elementary guidance workers different from the program offered for secondary school counselors. He found thirty-six institutions offering a differentiated education program for elementary guidance workers. Nitzschke found that only three

¹George E. Hill, Management and Improvement of Guidance (New York: Appleton-Century-Crofts, 1965), p. 54.

²George E. Hill and Dale F. Nitzschke, "Preparation Programs in Elementary School Guidance," Personnel and Guidance Journal, XL (October, 1961), 155-159.

³Dale F. Nitzschke and George E. Hill, The Elementary School Counselor: Preparation and Functions (Athens, Ohio: Center for Educational Research and Service, Ohio University, 1964).

universities offered the doctorate in the elementary counselor education program, which would indicate that few institutions, at that time, had developed the staff, the facilities, and the resources for advanced work in this field.

Hill gave the following general characteristics of the current programs for the preparation of elementary school guidance workers as found in Nitzschke's study:

1. Most of the programs were quite new.
2. The programs in elementary school guidance are definitely different from the programs in secondary school guidance. Course titles reveal a strong emphasis upon child development, child study, elementary education, counseling, and counseling practicum. Little attention seems to be given to study of occupations or to vocational development as such.
3. The programs in elementary school counselor education emphasize the developmental character of guidance. Stress is given the consultative role of the elementary school counselor in working with teachers, parents, and administrators.
4. The majority of present enrollees majored, as undergraduates, in elementary education, are certified, and have taught in elementary schools. Their chief motivation for entering elementary school guidance was reported by them as arising from their having seen the need for guidance in the elementary schools in which they taught. Three-fourths of them are women.
5. The counselor educators responsible for instruction, 132 of them, have come mainly from the ranks of secondary school teaching. Thirty-five per cent have taught in elementary schools, 74 per cent in secondary schools. Over four-fifths of them hold doctorates, mainly in guidance and in psychology, or in educational psychology.
6. Supervised experience both on and off campus is provided in 80 per cent of the institutions. Only 35 per cent have internships. Nearly all, 96 per cent, of the institutions provide for study during the regular school year, as well as the summer.
7. Selection of enrollees in elementary school counselor education requires previous teaching experi-

ence in 41 per cent of the institutions. Forty-nine per cent employ selective procedures which are in addition to those for regular academic admission to graduate study.¹

Johnson, Stefflre, and Edelfelt, in their discussion of the training of the elementary school counselor, indicated that:

There seems to be a consensus among counselor educators that while the elementary school counselor should have some specialized training, he should also have, with other personnel workers, a common core of guidance work as a background of preparation. The unpublished report of the Committee on Guidance in the Elementary School, which was released in March, 1959, suggests a number of personal and professional qualifications for the elementary school counselor. The counselor needs a depth of understanding in such areas as child development, personality development, theories of counseling, classroom teaching, administration, and similar areas. The counselor must develop specialized skills and techniques in the areas of observation and interpretation of behavior, counseling, play therapy, referrals and case records, case conferences, statistics in educational measurement, psychological testing, and organization and administration of guidance services. The counselor must have good personal qualifications as exemplified by scholastic aptitude, depth and variety of interests, ability to work with people, emotional stability, and acceptable personal appearance.

The minimum criterion for the professional preparation of counselors, the committee believed, should include at least thirty hours of graduate work, including principles and practices of guidance, analysis of the individual, mental hygiene, theory and techniques of counseling, human growth and development, child psychology, educational and social agency information, introduction to tests and measurement, and play therapy. Finally, the committee

¹George E. Hill, Management and Improvement of Guidance (New York: Appleton-Century-Crofts, 1965), pp. 425-426.

indicated that teaching experience of a superior quality in the elementary schools for over five years should be a basic qualification for appointment as an elementary school counselor.¹

In a survey conducted in 1963, McDougall and Reitan found that elementary school principals in three north-western states felt that extensive course work in certain areas of elementary school counselor education was necessary. Over two-thirds of the responding principals felt that child psychology and psychology of learning were necessary. The majority of the principals indicated that individual differences and adolescent psychology were necessary in the education of elementary counselors.²

Fifty per cent or more of the responding principals indicated that principles of guidance, individual testing, group testing and measurement, and counseling theory were necessary course work for elementary counselors. Thirty-six per cent of the respondents felt that occupational information would make little contribution in the training of counselors for the elementary school. Fifty-seven per cent of the respondents felt that educational psychology was a necessary education course for elementary counselors.

¹Walter F. Johnson, Buford Stefflre, and Roy A. Edelfelt, Pupil Personnel and Guidance Services (New York: McGraw-Hill Book Company, Inc., 1961), pp. 184-185.

²William P. McDougall and Henry M. Reitan, "The Elementary Counselor As Perceived by Elementary Principals," Personnel and Guidance Journal, XLII (December, 1963), 349.

McDougall and Reitan found that less than 20 per cent of the responding principals felt that any one of the courses--juvenile delinquency, social case work, or anthropology--in the field of sociology were considered necessary in the education of elementary counselors.¹

Sixty-eight per cent of the responding principals indicated that elementary teaching was a necessary experience for elementary school counselors. Thirty per cent or more of the respondents indicated that elementary supervision or elementary administration experience would make little contribution to the work of the counselor in the elementary school. Less than 5 per cent of the principals responding felt that work experience outside the school in the areas of labor, social service work, business or industrial work would be necessary in providing background experience in elementary counselor education.²

McCreary and Miller in their study of academic preparation and experience of elementary school counselors indicated that the responding elementary counselors and elementary principals in California agreed that counselors should hold the pupil personnel credential and that they do graduate work to the masters level. They recommended work experience, including teaching, as a prerequisite to counseling. . . They also recommended non-teaching experience both

¹Ibid., pp. 349-350.

²Ibid., p. 351.

related and unrelated to children, and suggested that counseling experience should be made available to teachers preparing for counseling positions.¹

Suggestions made by counselors for improving college preparation of elementary school counselors included the improvement of supervised field experience, making provision in counselor education for a program similar to student teaching, and making the content of courses more practical for the elementary level of counseling.²

II. FUNCTIONS OF THE ELEMENTARY SCHOOL COUNSELOR

It is the joint responsibility of the teacher, counselor, and other pupil personnel specialists to work together in identifying the abilities, needs, and developmental patterns of children. The differentiation of roles and functions of pupil personnel workers has been difficult because of the various associated duties and titles under which they operate. This section of the review of literature will deal with functions allocated elementary school counselors by authorities in the field of guidance and as viewed by counselors and administrators in the field of education.

¹William H. McCreary and Gerald Miller, "Elementary School Counselors in California," Personnel and Guidance Journal, XLIV (January, 1966), 497.

²Ibid.

The Wrenn Report and the American School Counselor Association Report. Wrenn, in his report for the American Personnel and Guidance Association obtained a sampling of opinions from elementary school counselors as to what they thought their work would be in the years ahead. The counselors were asked this major question:

Assuming that current concerns in counseling will continue to be emphasized--early identification and motivation of the talented on the one hand and the pre-delinquent on the other, vocational counseling of those in elementary school who may leave school early, etc.--do you see counseling in elementary schools during the next 20 years moving toward (1) the more clinical emphasis on psychological diagnosis and assistance for exceptional and atypical children or (2) the counselor serving as a coordinator of many counseling facilities in the school and community, with more time spent in helping parents and teachers than individual children?¹

In response to this question, 23 per cent of the counselors chose the first emphasis, 45 per cent the second, and 32 per cent a combination of the two.²

Hill, in his discussion of Wrenn's question, commented:

What Wrenn's question did not provide is for elementary school counselors to react to a third possible emphasis, namely individual work with children who are neither "exceptional" nor "atypical."

This third emphasis, which Wrenn did not provide, is an important aspect of the work of elementary school counselors. It is rooted in the conviction

¹C. Gilbert Wrenn, The Counselor in a Changing World (Washington, D. C.: American Personnel and Guidance Association, 1962), pp. 120-121.

²Ibid., p. 121.

that counseling need not be limited, and should not be limited to the "exceptional and atypical" child in elementary schools, as it is not so limited in secondary schools, in colleges, and in various out-of-school situations.¹

Wrenn indicated four functions of the elementary school counselor:

Pupil study; counseling including the use of planned group situations; consultation with teacher, parents, principal, and other specialists; follow-up studies and evaluative research. In small elementary schools the school counselor will also act as school psychologist and perhaps school social worker. In the larger schools or systems where these specialists are available the counselor uses them as referral resources or may engage in therapeutic counseling or in home visiting under the supervision of the school psychologist or school social worker.²

Wrenn continued:

When the genesis of the problem is in the school, or in some combination of school, parent, and teacher, the counselor assumes the primary responsibility for the problem. When the problem is in the home and some change in home conditions or parental attitude is needed, the school social worker comes into the picture. When the problem is too complex as far as the child's psychological make-up is concerned,³ the school psychologist is the resource person.)

Elementary school counselors responding to Wrenn's study concerning present and future functions of the counselor indicated basic activities that should be maintained in the future:

¹Hill, op. cit., p. 53.

²Wrenn, op. cit., p. 150.

³Ibid.

1. Counseling students (developmental, educational, vocational, personal, etc.).
2. Conference with groups of parents and counseling individual parents.
3. Test administration and interpretation.
4. Conferences with a teacher or teachers, counseling a teacher.
5. Student group guidance and orientation.
6. Evaluation, follow-up, research.
7. Referrals to and contact with community agencies.
8. Vocational information, collection and dissemination, contacts with employers, etc.
9. Involvement in curriculum development.¹

The responding counselors also indicated activities that are not the duties of a counselor and should not be maintained:

1. Clerical work (checking records, filing, preparing transcripts, etc.).
2. Supervises study hall, lunch room, library, roll room, etc.
3. Routine discipline not involving counseling.
4. Psychometrist duties (scoring, recording, etc.).
5. Duties normally those of teachers (grade reports, class schedules, etc.).
6. Working on school schedule.
7. Class sponsorship, student activities.
8. Teaching.²

The American School Counselor Association's statement of policy and guidelines in definition of the school counselor's function is directed toward the secondary school counselor. However, because of the importance and the general nature of the statement, consideration will be given to the implication of the functions for the elementary school counselor.

¹Wrenn, op. cit., p. 194.

²Ibid.

The following basic and distinct functions of the school counselor in specialized areas are intended as guidelines for the development of effective counseling programs and for the professional development of individual school counselors. The effective school counselor will show initiative in finding new ways to carry out his professional responsibilities in his changing environment and should not, therefore, view the functions listed as restrictive.

1. Planning and Development of the Guidance Program. An effective guidance program in a school results from cooperative effort of the entire staff in planning and developing the program.
2. Counseling. It is essential that the majority of a school counselor's time be devoted to individual or small-group counseling.
3. Pupil Appraisal. The school counselor assumes the roles of leader and consultant in the school's program of pupil appraisal.
4. Educational and Occupational Planning. The counselor helps to provide pupils and parents with an understanding of the pupil as an individual in relation to educational and occupational opportunities for his optimal growth and development and to promote self-direction of the pupil.
5. Referral Work. The counselor has a major responsibility in making and coordinating referrals to both other specialists in pupil personnel services and public and private agencies in the community.
6. Placement. The counselor's role in providing placement services for individual pupils involves assisting them in making appropriate choices of school subjects and courses of study and in making transitions from one school level to another, one school to another, and from school to employment.
7. Parent Help. The counselor holds conferences with parents and acts as a resource person on the growth and development of their children.
8. Staff Consulting. The school counselor works closely with members of the administrative and teaching staffs to the end that all of the school's resources are directed toward meeting the needs of individual pupils.
9. Local Research. Research in guidance is concerned with the study of pupil needs and how well school services and activities are meeting those needs.
10. Public Relations. The school counselor has a responsibility for interpreting counseling and

guidance services of the school to members of the school staff, parents, and the community.¹

Professional literature pertaining to functions of the elementary school counselor. A study was initiated by the American Personnel and Guidance Association in 1961 to determine current issues and practices in elementary school guidance was the first phase followed by professional conferences around the country. Findings of this study were released in 1964 and the functions of elementary school counselors were:

1. Counseling of children;
2. Parent conferencing;
3. Consultant role to teachers;
4. Interpretation and utilization role in testing;
5. Interpretation and utilization role in record keeping;
6. Group techniques--(including counseling);
7. On-going contributions to guidance development and curriculum development with staff;
8. Referral procedures and coordination of services;
9. Orientation and articulation; and
10. Research and evaluation.²

Hill stated:

The elementary school counselor's duties are emerging from guidance program development, from theoretical considerations, and from proper adaptations of our long experience in secondary school guidance:

¹American School Counselor Association, Proposed Statement of Policy for Secondary School Counselors and Proposed Guidelines for Implementation of the ASCA Statement of Policy for Secondary School Counselors (Washington, D. C.: American Personnel and Guidance Association, 1964).

²Herman J. Peters, Bruce Shertzer, and William H. Van Hoose, Guidance in Elementary Schools (Chicago: Rand McNally and Company, 1965), pp. 254-255.

1. To provide a service to each child through counseling.
2. To provide assistance to teachers through help in development of instructional content and method that contribute to the needs of children.
3. To provide assistance to children through the conduct of small group sessions involving children with special common needs or problems.
4. To provide help to teachers in achievement of understanding of children.
5. To serve as resources to parents in assisting them to provide home environments that will contribute to the development of their children.
6. To serve as a referral agent himself, so that the most effective use may be made of psychological, health, social service, and other special services.
7. To serve as an aid to other staff members in effecting proper referrals of children needing assistance from other agencies.
8. To serve as a resource person with the principal in the organization of a guidance program that is continuous throughout the school system and is properly integrated with other school systems.
9. To serve as a resource person in the planning and conduct of such in-service and school-planning activities as are needed to keep the total school program, and the guidance program in particular, in a constant state of improvement.¹

In his study, Hart listed authorities' rankings of various functions of the elementary school counselor according to their relative importance:

- (1) Interpreting pupil data to staff members;
- (2) Holding conferences with parents regarding any pupil problems; (3) Counseling pupils with learning, physical, social, and emotional problems; (4.5) Interpreting pupil data to parents; (4.5) Interpreting pupil data to authorized community agencies;
- (7) Conducting in-service training in guidance for staff members; (7) Acting as guidance consultant to all staff members on pupils' problems; (7) Conducting case conferences; (9) Selecting pupils who need special help (e.g., high ability pupils, those

¹Hill, op. cit., pp. 52-53.

needing remedial work, emotionally disturbed, etc.);
 (10.5) Interpreting pupil data to pupils; (10.5)
 Organizing and heading school guidance committee;

.....

(29.5) Orientation of pupils new to school; (29.5)
 Planning future educational programs with pupils;
 (31) Ordering tests and other guidance materials;
 (32) Assisting in transferring procedures when
 pupils leave school; (33) Encouraging and assisting
 teachers to carry on classroom research; (34) Keeping
 adequate records on all pupils; (35) Assisting in the
 enrollment of pupils new to school; (36) Scoring
 tests; (37) Counseling staff members on personal
 problems which may affect their work; (38.5) Teach-
 ing remedial classes (reading, etc.); (38.5) Giving
 psychotherapy to emotionally disturbed pupils; (40)
 Interviewing every pupil in school; (41) Teaching
 regular classes (part time).¹

McDougall and Reitan found in their 1963 survey of elementary school principals in three northwestern states that the majority of respondents listed the following elementary counselor functions as being very important:

1. Counseling individually students with personal and social problems;
2. Consulting with parents concerning their children's problems;
3. Counseling individually students with academic and educational problems;
4. Counseling children with severe discipline problems;
5. Identifying students with special talents and special problems;
6. Assisting teachers in the area of testing and appraisal; and
7. Interpreting the guidance program to the community.²

¹Robert N. Hart, "Are Elementary Counselors Doing the Job?" The School Counselor, IX (December, 1961), 72.

²William P. McDougall and Henry M. Reitan, "The Elementary Counselor As Perceived by Elementary Principals," Personnel and Guidance Journal, XLII (December, 1963), 352.

McDougall and Reitan found that fewer than 25 per cent of the responding principals considered the following functions to be very important:

1. Assisting in planning the curriculum;
2. Conducting community research on guidance problems;
3. Providing vocational and occupational information to students;
4. Administering discipline;
5. Helping organize student activities;
6. Teaching remedial reading; and
7. Keeping attendance records.¹

In their study of functions and duties of elementary school counselors in California, McCreary and Miller have found that elementary counselors and elementary school principals rank the functions of the elementary counselor in order of importance as follows:

<u>Administrators'</u> <u>Rank Order of Importance</u>	<u>Counselors'</u> <u>Rank Order of Importance</u>
Counseling	Counseling
Teacher Consultation	Teacher Consultation
Parent Consultation	Parent Consultation
Testing Program	Testing Program
Community and District Referrals	Administrative (guidance program)
Administrative (guidance program)	Community and District Referrals
Research Studies	Research Studies
Record Keeping--Clerical	Record Keeping--Clerical ²

¹Ibid., p. 353.

²William H. McCreary and Gerald Miller, "Elementary School Counselors in California," Personnel and Guidance Journal, XLIV (January, 1966), 496.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The results of this study of the elementary school counselor as perceived by elementary school principals in Iowa have been arranged and presented in this chapter in the following sections: (1) the preparation and background work experience in counselor training; (2) the assignment of the elementary counselor in the elementary school; (3) the functions of the elementary school counselor; and (4) the professional background and work experience of responding elementary school principals.

The responding principals were asked to note the academic preparation and work experiences of counselors on a five-point scale ranging from "absolutely necessary" to "unnecessary" and to rate functions of counselors on a four-point scale ranging from "very important" to "not a function." For ease of discernment in evaluating the findings of the study, three-point rating scales have been used to indicate the degree of favorableness expressed by elementary principals toward each item. The three-point rating scale for counselor preparation and work experience was devised by retaining the category "absolutely necessary" as originally used, combining "highly desirable" and "desirable", and combining "little contribution" and "unnecessary". The three-

point rating scale for the functions of counselors was developed by keeping the categories "very important" and "important" as originally used, and combining "limited" and "not a function".

For ease of interpretation, all responses to individual items have been converted to percentages and rounded to the nearest per cent.

No tests of significance of differences have been applied in this study. The report has been written from the standpoint of total replies from the 601 elementary school principals, with unusual differences of opinion between full-time principals and part-time principals being noted.

I. PREPARATION AND BACKGROUND WORK EXPERIENCE

The initial section of the study was concerned with the academic preparation of counselors in four areas: professional education, counseling and guidance, psychology, and related disciplines, and also with background work experience in the school and work experience outside the school.

Academic areas of counselor preparation. The principals' opinions concerning the need for study of various professional education courses are shown on Table I, page 36.

Inspection of the data revealed that 74 per cent of the responding principals considered educational psychology to be absolutely necessary in the education of elementary

school counselors. There was a noticeable difference in the principals' responses to mental hygiene: 45 per cent of the full-time principals regarded this as absolutely necessary whereas 26 per cent of the part-time principals indicated it was absolutely necessary. Over 60 per cent of the responding principals considered educational philosophy, curriculum development, education of the mentally retarded, the gifted, and the physically handicapped, methods of research, and remedial reading as desirable. Statistics and methods of research were viewed by approximately one-fourth of the respondents as having little or no value. Thirty-six per cent considered elementary school administration to have little or no value. Audio-visual course work was regarded by 44 per cent of the principals as having little or no value in counselor education.

In the review of the literature, authorities in the field of guidance mentioned the importance of educational psychology, educational philosophy, curriculum development, and methods of research in the education program of elementary school counselors. Based upon the results of this study, the responding elementary school principals tended to agree with the authorities reviewed on the importance of educational psychology, but placed less emphasis on the importance of educational philosophy, curriculum development, and methods of research.

Principals' responses to the counselor's need for study in the area of counseling and guidance are reported on Table II, page 38.

Eighty-one per cent of the responding principals considered a course in principles of guidance to be absolutely necessary in counselor education. In testing and measurement, 69 per cent of the principals indicated individual testing and 57 per cent regarded group testing and measurement as absolutely necessary. Fifty-one per cent of the respondents felt the counseling practicum was absolutely necessary. Counseling theory was considered to be absolutely necessary by 50 per cent of the full-time principals and 39 per cent of the part-time principals. Group guidance, organization of guidance services, play therapy, and occupational information were regarded as desirable in the education of the elementary counselor by the majority of the respondents. However, occupational information was regarded by 30 per cent of the principals as having little or no value.

The counseling and guidance courses mentioned in this study were recognized as important in counselor education by the authorities in the field of guidance whose reports and studies were covered in the review of literature. The Iowa respondents considered principles of guidance, individual and group testing, counseling practicum, counseling theory,

TABLE I

IOWA PUBLIC ELEMENTARY SCHOOL PRINCIPALS' OPINIONS CONCERNING THE
RELATIVE IMPORTANCE OF CERTAIN PROFESSIONAL EDUCATION COURSES
IN ELEMENTARY SCHOOL COUNSELOR EDUCATION

Education Courses	Percentage of Response											
	Absolutely Necessary				Desirable				Little or No Contribution			
	Full-time	Part-time	Total		Full-time	Part-time	Total		Full-time	Part-time	Total	
Educational psychology	78	69	74		22	30	25		0	1	1	
Mental hygiene	45	26	37		50	68	58		5	6	5	
Educational philosophy	32	25	29		59	63	61		9	12	10	
Education of the mentally retarded . . .	30	24	28		66	69	67		4	7	5	
Education of the gifted	28	24	26		68	71	70		4	5	4	
Curriculum development	22	23	23		67	69	67		11	8	10	
Education of the physically handicapped.	18	15	17		73	72	73		9	13	10	
Statistics	14	13	14		60	58	59		26	29	27	
Methods of research	12	10	12		65	65	65		23	25	23	
Remedial reading	9	14	11		71	65	69		20	21	20	
Elementary school administration	6	14	9		55	54	55		39	32	36	
Audio-visual	3	4	4		50	55	52		47	41	44	

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245), and total replies from principals (N = 601).

group guidance, and organization of guidance services to have considerable importance. Play therapy and occupational information were regarded as less important by the respondents.

Table III, page 40, shows principals' opinions regarding counselor education in the area of psychology.

A strong emphasis was placed on study in the area of psychology by the responding principals. Child psychology was considered to be absolutely necessary in counselor education by 67 per cent of the respondents. One-half of the principals viewed courses in individual differences and psychology of learning as being absolutely necessary while another 49 per cent indicated they were desirable. Adolescent psychology was regarded as absolutely necessary by 39 per cent of the respondents and as desirable by 59 per cent. Thirty per cent of the principals viewed psychology of personality and psychology of adjustment as being absolutely necessary in counselor education and another two-thirds felt they were desirable. Three-fourths of the elementary principals indicated that abnormal psychology and social psychology were desirable and 70 per cent felt clinical psychology was desirable.

The authorities in guidance whose studies and reports were reviewed in the literature have mentioned the importance and need for greater emphasis on counselor education

TABLE II

IOWA PUBLIC ELEMENTARY SCHOOL PRINCIPALS' OPINIONS CONCERNING THE
RELATIVE IMPORTANCE OF CERTAIN COUNSELING AND GUIDANCE COURSES
IN ELEMENTARY SCHOOL COUNSELOR EDUCATION

Counseling and Guidance Courses *	Percentage of Response											
	Absolutely Necessary				Desirable				Little or No Contribution			
	Full-time	Part-time	Total		Full-time	Part-time	Total		Full-time	Part-time	Total	
Principles of guidance	82	80	81		18	18	19		0	2	0	
Individual testing	71	66	69		28	33	30		1	1	1	
Group testing and measurement.	56	58	57		43	41	42		1	1	1	
Counseling practicum	53	47	51		44	48	45		3	5	4	
Counseling theory.	50	39	46		46	54	49		4	7	5	
Group guidance	36	28	33		62	67	65		2	5	2	
Organization of guidance services. . .	33	29	32		57	58	58		10	13	10	
Play therapy	21	8	16		67	76	70		12	16	14	
Occupational information	14	20	16		53	55	54		33	25	30	

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245); and total replies from principals (N = 601).

in areas of human behavior and development. The majority of the responding principals in this study tended to agree with the authorities on the importance of counselor education in the various areas of psychology.

The principals' opinions concerning the need for counselor education in related disciplines are shown on Table IV, page 41.

A course in juvenile delinquency was considered absolutely necessary by 20 per cent of the principals and desirable by another 74 per cent. Fourteen per cent of the respondents regarded social case work as absolutely necessary while another 77 per cent indicated this to be desirable. Speech correction and anthropology were viewed as having little or no value in counselor education by approximately one-half of the responding principals.

The elementary principals in this study have placed little emphasis on the importance of study in the related discipline areas. In the review of the literature, authorities in the guidance field have mentioned the increasing importance of counselor education in the fields of economics, anthropology, and sociology.

Background work experience in the school and outside the school. The principals' opinions concerning the counselor's need for various kinds of work experience in the

TABLE III

IOWA PUBLIC ELEMENTARY SCHOOL PRINCIPALS' OPINIONS CONCERNING THE
RELATIVE IMPORTANCE OF CERTAIN AREAS OF PSYCHOLOGY
IN ELEMENTARY SCHOOL COUNSELOR EDUCATION

Areas of Psychology	Percentage of Response											
	Absolutely Necessary				Desirable				Little or No Contribution			
	Full-time	Part-time	Total		Full-time	Part-time	Total		Full-time	Part-time	Total	
Child psychology	71	62	67		29	37	33		0	1	0	
Individual differences	54	48	51		46	51	49		0	1	0	
Psychology of learning	53	46	50		46	53	49		1	1	1	
Adolescent psychology.	39	39	39		59	58	59		2	3	2	
Psychology of personality.	32	26	30		67	70	68		1	4	2	
Psychology of adjustment	33	24	30		65	71	67		2	5	3	
Abnormal psychology.	22	14	19		73	78	75		5	8	6	
Social psychology.	19	15	17		75	75	75		6	10	8	
Clinical psychology.	15	9	13		72	68	70		13	28	17	

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245); and total replies from principals (N = 601).

TABLE IV

IOWA PUBLIC ELEMENTARY SCHOOL PRINCIPALS' OPINIONS CONCERNING THE
RELATIVE IMPORTANCE OF CERTAIN RELATED DISCIPLINES
IN ELEMENTARY SCHOOL COUNSELOR EDUCATION

Related Disciplines	Percentage of Response											
	Absolutely Necessary				Desirable				Little or No Contribution			
	Full-time	Part-time	Total		Full-time	Part-time	Total		Full-time	Part-time	Total	
Juvenile delinquency	20	21	21		75	73	74		5	6	5	
Social Case Work	18	9	14		75	78	77		7	13	9	
Speech Correction.	1	4	2		48	54	51		51	42	47	
Anthropology	1	1	1		46	46	46		53	53	53	

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245); and total replies from principals (N = 601).

school appear on Table V, page 44.

The data revealed that 53 per cent of the responding principals regarded elementary teaching experience as being absolutely necessary for an elementary counselor and 46 per cent felt it was desirable. Counseling experience was considered absolutely necessary by one-third of the respondents and desirable by another 62 per cent. Sixty-five per cent of the principals viewed work experience as a school psychologist or a school social service worker as being desirable. Twenty-six per cent indicated that experience as a school psychologist was of little or no value. Thirty-one per cent felt experience as a social service worker in the school was of little or no value. Junior high school teaching experience was considered desirable by 64 per cent of the respondents and viewed as having little or no value by 26 per cent. Elementary supervision, special remedial teaching, and elementary administration were regarded as desirable work experience by the majority of the principals while more than 33 per cent considered work experiences in these areas to be of little or no value for the elementary counselor. Sixty-three per cent of the elementary principals indicated that senior high school teaching experience was of little or no value.

In the review of the literature, variances among authorities were noted concerning the necessity of success-

ful teaching experience previous to counselor education. Authorities in the field of psychology viewed teaching experience as being only one of several ways of acquiring knowledge of the elementary school setting whereas a considerable number of institutions with training programs in elementary school guidance required successful teaching experience in order to enroll in an elementary counselor education program. A large majority of responding principals in this study were inclined to agree with counselor educators that teaching experience was of considerable importance to the counselor.

Table VI, page 45, shows opinions of elementary principals concerning work experience outside the school.

Inspection of the data revealed that 80 per cent of the respondents considered work experience outside the school with youth organizations as desirable for the counselor. Seventy-six per cent of the principals felt social service work was desirable while 20 per cent viewed such experience as having little or no value. Approximately 60 per cent of the elementary principals indicated that work experience in a skilled trade or other manual occupation or in business or industrial work had little or no value for the elementary counselor.

TABLE V

IOWA PUBLIC ELEMENTARY SCHOOL PRINCIPALS' OPINIONS CONCERNING THE
RELATIVE IMPORTANCE OF VARIOUS KINDS OF WORK EXPERIENCE
IN THE SCHOOL

Kinds Of Work Experience In The School	Percentage of Response											
	Absolutely Necessary				Desirable				Little or No Contribution			
	Full- time	Part- time	Total		Full- time	Part- time	Total		Full- time	Part- time	Total	
Elementary teaching	55	50	53		44	48	46		1	2	1	
Counseling experience	30	37	33		65	58	62		5	5	5	
Junior high teaching.	7	13	10		62	67	64		31	20	26	
School psychologist	10	6	8		69	67	68		21	27	24	
Elementary supervision.	5	10	7		53	58	55		42	32	38	
Special remedial teaching	5	7	5		56	67	61		39	26	34	
Elementary administration	4	6	4		50	53	52		46	41	44	
Social service worker	6	2	4		69	60	65		25	38	31	
Senior high teaching.	3	4	3		28	42	34		69	54	63	

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245); and total replies from principals (N = 601).

TABLE VI

IOWA PUBLIC ELEMENTARY SCHOOL PRINCIPALS' OPINIONS CONCERNING THE
RELATIVE IMPORTANCE OF VARIOUS KINDS OF WORK EXPERIENCE
OUTSIDE THE SCHOOL

Kinds Of Work Experience Outside The School *	Percentage of Response											
	Absolutely Necessary				Desirable				Little or No Contribution			
	Full- time	Part- time	Total		Full- time	Part- time	Total		Full- time	Part- time	Total	
Youth organizations	7	7	7		81	78	80		12	15	13	
Social service work	6	2	4		76	76	76		18	22	20	
Skilled trade or other manual occupa- tion.	3	3	3		37	40	38		60	57	59	
Business or industrial work	0	1	0		38	41	39		62	58	61	

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245); and total replies from principals (N = 601).

II. THE WORK ASSIGNMENT OF THE ELEMENTARY COUNSELOR

The second section of this study was concerned with the elementary principals' opinions of how elementary school counselors would be assigned in elementary schools in Iowa.

The principals' opinions concerning the work assignment of elementary counselors in the elementary schools appear on Table VII, page 47.

Thirty-eight per cent of the respondents indicated that the counselor's work assignment in their schools would be to serve as an elementary counselor only. One-third of the principals felt the counselor's assignment in their schools would be as an elementary counselor and social service worker. The assignment as an elementary counselor and administrative assistant was preferred by 14 per cent. Fewer than 10 per cent of the principals indicated the work assignment of the counselor in their schools would be as an elementary counselor and special remedial teacher or classroom teacher.

In the review of the literature, authorities in the field of guidance mentioned the importance of sufficient commonality among pupil personnel workers to provide mutual understanding concerning children and their problems. Several of the authorities reviewed considered the possibilities of the school counselor working with and sometimes

TABLE VII

IOWA PUBLIC ELEMENTARY SCHOOL PRINCIPALS' OPINIONS CONCERNING
HOW AN ELEMENTARY SCHOOL COUNSELOR WOULD BE
ASSIGNED IN THE ELEMENTARY SCHOOL

Assignment Of An Elementary School Counselor	Percentage of Response		
	* Full- time	Part- time	Total
As an elementary counselor only	38	37	38
As an elementary counselor and social service worker.	41	21	33
As an elementary counselor and administrative assistant	11	17	14
As an elementary counselor and special remedial teacher.	6	13	8
As an elementary counselor and classroom teacher	3	9	5
As an elementary counselor, administrative assistant, and classroom teacher.	1	3	2

*Indicates full-time principals' replies (N = 356);
part-time principals' replies (N = 245); and total replies
from principals (N = 601).

acting in the capacity of another pupil personnel worker in certain situations within a school setting. Thirty-eight per cent of the responding principals in this study indicated the work assignment of the elementary counselor in their elementary schools would be as an elementary counselor only while one-third of the respondents indicated the work assignment would be as an elementary counselor and social service worker.

III. FUNCTIONS OF THE ELEMENTARY SCHOOL COUNSELOR

The third section of this study was concerned with elementary principals' opinions of functions that could be performed by the elementary counselor. The functions that the principals were asked to consider were functions commonly mentioned in guidance literature and usually considered in relation to guidance activities.

Elementary principals' opinions of the various functions of the elementary school counselor appear on Table VIII, page 52.

From the data collected in the study, the following functions were considered highly important by a majority of the responding principals. The four functions rated as being very important by the most respondents were all concerned with consulting with parents concerning their children and counseling pupils with personal, social, and educa-

tional problems. Assisting teachers in testing and interpreting test data and pupil data to teachers and pupils were considered very important by over 60 per cent of the principals. Sixty-two per cent viewed acting as a guidance consultant as very important. Interpreting the guidance program to the community was regarded as very important by 59 per cent of the respondents. Fifty-six per cent of the Iowa principals indicated planning the standardized testing program was a very important counselor function. Gathering information on pupils, providing leadership for school in-service training programs in guidance, acting as a liaison with community referral agencies, and identifying students with special talents and special problems were felt to be very important by slightly more than one-half of the elementary principals. In all of the above categories, 85 per cent or more of the elementary principals listed these functions as very important or important.

The following functions were listed as highly important by 25 per cent to 50 per cent of the responding principals. One-half of the principals viewed the counseling of children with severe discipline problems and fostering good mental hygiene among pupils and staff as very important functions. Conducting group guidance activities was regarded as very important by 47 per cent of the principals. Coordinating the efforts of all specialists, administering

the standardized testing program, interpreting pupil data to authorized community agencies, and providing and editing guidance material for staff and students were considered very important by 38 per cent of the Iowa respondents. Thirty-four per cent of the respondents indicated articulating guidance services with receiving schools as very important. Conducting community research on guidance problems was viewed as very important by 31 per cent. Assessing pupil personality by use of projective techniques was regarded as very important by 28 per cent of the principals. In all of the above categories, over 70 per cent of the responding principals listed these functions as being very important or important. Keeping up-to-date, complete cumulative records was regarded as very important by 34 per cent of the principals, important by 24 per cent, and a limited function by 42 per cent. Providing vocational and occupational information to students was listed by 16 per cent of the full-time principals as very important, whereas 40 per cent of the part-time principals felt this function was very important; 60 per cent of the full-time principals, as compared to 37 per cent of the part-time principals, considered this to be a limited function.

The following functions were listed as highly important by fewer than 25 per cent of the respondents. Assisting the principal and teachers in grouping pupils for

instructional purposes was considered very important by 22 per cent of the principals, important by 43 per cent, and a limited function by 35 per cent. Twenty-three per cent indicated that counseling pupils with health problems was very important while 46 per cent felt this was a limited function. Assisting in planning the curriculum was regarded as very important by 14 per cent, but considered a limited function by 44 per cent. Although over one-third of the principals considered the above categories to be limited functions, more than 50 per cent of the respondents listed these functions as being very important or important. Fourteen per cent of the principals indicated that providing admission and registration advice was very important while 56 per cent considered this to be a limited function. Seventy per cent of the principals regarded organizing and supervising student activities as a limited function. Keeping attendance records, administering discipline, and teaching remedial reading were listed as limited functions by 90 per cent of the responding Iowa principals.

The responding elementary principals in this study were in general agreement with the findings of the studies mentioned in the review of the literature concerning the functions of elementary counselors. However, the Iowa respondents placed less emphasis on the importance of conducting research, assisting in curriculum development, and

TABLE VIII

IOWA PUBLIC ELEMENTARY SCHOOL PRINCIPALS' OPINIONS CONCERNING THE
RELATIVE IMPORTANCE OF VARIOUS FUNCTIONS OF THE
ELEMENTARY SCHOOL COUNSELOR

Functions Of The Counselor	Percentage of Response										
	Very Important				Important				Limited Function		
	Full-time	Part-time	Total		Full-time	Part-time	Total		Full-time	Part-time	Total
Consulting with parents about their children's problems	81	78	80		15	19	17		4	3	3
Counseling students with personal and social problems	83	72	78		15	23	19		2	5	3
Counseling students with academic and educational problems.	71	72	71		23	25	24		6	3	5
Interpreting pupil data to parents. .	71	70	71		22	25	23		7	5	6
Assisting teachers in the area of testing and appraisal	66	70	68		26	25	25		8	5	7
Interpreting pupil data to staff members	66	58	63		29	36	32		5	6	5
Interpreting appraisal and test data to students	59	67	62		28	26	27		13	7	11

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245); and total replies from principals (N = 601).

TABLE VIII (continued)

Functions Of The Counselor	Percentage of Response										
	Very Important				Important				Limited Function		
	Full-time	Part-time	Total		Full-time	Part-time	Total		Full-time	Part-time	Total
Acting as guidance consultant to staff on pupil's problems	65	58	62		31	37	34		4	5	4
Interpreting the guidance program to the community	61	57	59		31	36	33		8	7	8
Planning the standardized testing program	52	62	56		30	28	29		18	10	15
Gathering information on pupils	53	52	53		37	38	37		10	10	10
Prov. leadership for sch. in-serv. trng. prog. in guidance	50	56	52		39	32	36		11	12	12
Acting as a liaison with community referral agencies	56	44	51		36	43	39		8	13	10
Ident. students with special talents and special problems.	53	48	51		38	44	40		9	8	9

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245); and total replies from principals (N = 601).

TABLE VIII (continued)

Functions Of The Counselor	Percentage of Response										
	Very Important				Important				Limited Function		
	Full-time	Part-time	Total		Full-time	Part-time	Total		Full-time	Part-time	Total
Counseling children with severe discipline problems	51	49	50		29	31	30		20	20	20
Fostering good mental hygiene among pupils and staff.	56	42	50		32	38	35		12	20	15
Conducting group guidance activities.	47	48	47		38	40	39		15	12	14
Coord. efforts of all specialists (psych., phys., etc.)	41	38	40		34	44	38		25	18	22
Administering the standardized testing program	37	43	39		32	39	35		31	18	26
Interpreting pupil data to authorized community agencies.	41	36	39		41	41	41		18	23	20
Providing and editing guidance material for staff and students . .	35	41	38		47	42	45		18	17	17
Keeping up-to-date complete cumulative records.	32	36	34		22	28	24		46	36	42

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245); and total replies from principals (N = 601).

TABLE VIII (continued)

Functions Of The Counselor	Percentage of Response								
	Very Important			Important			Limited Function		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Articulating guidance services with receiving schools	34	33	34	45	47	45	21	20	21
Conducting community research on guidance problems	31	30	31	40	42	41	29	28	28
Assess. pupil personality by use of projective techniques	30	26	28	43	52	47	27	22	25
Organizing and carrying out school orientation programs.	22	36	28	39	42	40	39	22	32
Providing vocational and occupational information to students	16	40	26	24	23	23	60	37	51
Asst. principal in grouping of pupils for instr. purposes	24	25	24	43	46	44	33	29	32
Counseling students with health problems.	21	27	23	27	36	31	52	37	46

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245); and total replies from principals (N = 601).

TABLE VIII (continued)

Functions Of The Counselor	Percentage of Response										
	Very Important				Important				Limited Function		
	Full-time	Part-time	Total		Full-time	Part-time	Total		Full-time	Part-time	Total
Assisting teachers in the grouping of pupils	17	25	20		41	45	43		42	30	37
Providing admission and registration advice	9	21	14		28	33	30		63	46	56
Assisting in planning the curriculum .	12	17	14		38	46	42		50	37	44
Org. and superv. student activities (council, clubs, etc.)	8	7	8		23	20	22		69	73	70
Keeping attendance records	2	3	2		7	9	8		91	88	90
Administering discipline	1	3	2		7	8	7		92	89	91
Teaching remedial reading.	1	3	2		5	7	6		94	90	92

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245); and total replies from principals (N = 601).

orientation and pupil placement than did the authorities in guidance whose reports and studies regarding the functions of the counselor were reviewed.

IV. PROFESSIONAL BACKGROUND AND WORK EXPERIENCES OF RESPONDING ELEMENTARY SCHOOL PRINCIPALS

Information about the Iowa public elementary school principals whose opinions were reported in this study are shown on Table IX, page 60.

The data gathered in this study revealed the following background, education, and work experience of the responding elementary school principals.

Age. Forty-seven per cent of the full-time principals were in the age range from thirty-five to fifty, while 24 per cent were under thirty-five and 29 per cent were over fifty years in age. Thirty-eight per cent of the part-time principals were thirty-five to fifty, 21 per cent were under thirty-five, and 41 per cent were over 50 years.

Sex. Slightly over 80 per cent of the respondents were male.

Years of elementary teaching experience. Forty-three per cent of the full-time principals had less than five years of elementary teaching experience and 30 per cent had

from five to ten years experience. Fifty-four per cent of the part-time principals had under five years of teaching experience while 19 per cent had five to ten years of experience. Twenty-seven per cent of all responding principals had over ten years of elementary school teaching.

Years of elementary administrative experience.

Forty-six per cent of the part-time principals had under five years of administrative experience, 28 per cent had five to ten years, and 26 per cent had over ten years of experience. About one-third of the full-time principals were in each of these categories.

Total school enrollment. Nine per cent of the full-time principals administered a school with an enrollment of fewer than two hundred fifty students while 47 per cent had a school enrollment of over five hundred pupils. Fifty-two per cent of the part-time principals had an enrollment of under two hundred fifty pupils and 8 per cent had an enrollment of over five hundred students. Approximately 40 per cent of all principals had a school enrollment from two hundred fifty to five hundred pupils.

Vertical school organization. Seventy-nine per cent of the full-time principals and 92 per cent of the part-time principals administered schools that were graded in struc-

ture while the remaining respondents had schools with combinations of graded, non-graded, and multi-graded structure.

Horizontal school organization. Fifty-six per cent of the full-time principals and 70 per cent of the part-time principals administered schools whose classrooms were self-contained in nature. The other responding principals indicated their schools had combinations of self-contained, departmentalization, dual progress, and team teaching patterns.

Total semester hours of college credit. Fewer than 10 per cent of all respondents had under one hundred thirty semester hours of college credit while about one-half had from one hundred thirty to one hundred seventy-five semester hours.

Semester hours in guidance and counseling. One-half of the responding principals had under six semester hours of college credit in the area of guidance and counseling and one-third had from six to twelve semester hours.

Highest degree received. Ninety-two per cent of the full-time principals had a masters degree or above compared to 73 per cent of the part-time principals having this degree.

TABLE IX
IDENTIFYING INFORMATION ABOUT IOWA PUBLIC ELEMENTARY SCHOOL
PRINCIPALS

		Full-Time Principals * (N = 356 or 59%)	Part-Time Principals * (N = 245 or 41%)
		Per cent	Per cent
Age:	Under 35	24	21
	35 - 50	47	38
	Over 50	29	41
Sex:	Male	81	82
	Female	19	18
Years of Elem. Tch. Exp.:	Under 5	43	54
	5 - 10	30	19
	Over 10	27	27
Years of Elem. Adm. Exp.:	Under 5	32	46
	5 - 10	35	28
	Over 10	33	26
Total School Enrollment:	Under 250	9	52
	250 - 500	44	40
	Over 500	47	8
Vertical Sch. Organization:	Graded	79	92
	Other comb.	21	8
Horizontal Sch. Organization:	Self-contained	56	70
	Other comb.	44	30
Total Sem. Hrs. Col. Credit:	Under 130	6	9
	130 - 175	51	58
	Over 175	43	33
Sem. Hrs. Guid. and Couns.:	Under 6	52	55
	6 - 12	35	33
	Over 12	13	12

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245).

TABLE IX (continued)

		Full-Time Principals * (N = 356 or 59%)	Part-Time Principals * (N = 245 or 41%)
		Per cent	Per cent
Highest Degree			
Received:	Bachelors	8	27
	Masters and above	92	73

*Indicates full-time principals' replies (N = 356); part-time principals' replies (N = 245).

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

Statement of the problem. It was the purpose of this study to obtain opinions from public elementary school principals in Iowa concerning (1) the relative importance of certain areas of professional preparation and background work experience in elementary counselor education; (2) the work assignment of the elementary school counselor in the elementary school; and (3) the relative importance of certain functions of the elementary school counselor.

Methodology of research. A closed opinionnaire was used to gather information pertaining to the following: (1) certain areas of professional preparation and background work experience in elementary counselor education; (2) the work assignment of the elementary school counselor in the elementary school; (3) certain functions of the elementary school counselor; and (4) the professional background and work experience of elementary school principals.

Information that was used in the study and in formulating the opinionnaire was gathered from (1) available research compiled in the areas of counselor training and functions of counselors; (2) selected readings in the fields

of guidance, elementary school administration and supervision, and research techniques and procedures; (3) general university and college catalogs; and (4) the publication, Data On Iowa Schools.¹

Ten public elementary school principals from ten different elementary schools in Polk County helped to validate the opinionnaire. Changes and adoption of the final opinionnaire form followed this validation process.

Opinionnaires were mailed to 924 elementary school administrators representing 1283 elementary schools in the total 458 public four-year high school districts in Iowa. The 924 elementary administrators represented a 100 per cent sampling of elementary school administrators in the State of Iowa. An opinionnaire and a cover letter, along with a stamped, return-addressed envelope, were mailed to each of the 924 elementary school administrators by the Personnel and Guidance Department of the Iowa State Department of Public Instruction.

Of the 924 opinionnaires mailed, 671, or 73 per cent, were returned, of which 601, or 65 per cent, of the opinionnaires were used in the study. Sixty, or 7 per cent, of the returned opinionnaires were not used because of insufficient

¹Iowa State Department of Public Instruction, Data On Iowa Schools, A Report Prepared by the Division of Data Processing (Des Moines: Iowa State Department of Public Instruction, 1966).

data on the forms.

The Division of Data Processing of the Iowa State Department of Public Instruction recorded the data gathered from the opinionnaires on IBM cards. Programs for reports were developed and data were tabulated and recorded on print-out sheets for analysis.

Plan of presentation and analysis. Textual discussion and tables were used to describe and illustrate the percentage of response and the relative importance given each individual item in the various sections of the study. Data were analyzed and evaluated to ascertain the degree of importance of each item in the areas of training and background work experience, work assignments for the counselor, and functions for the elementary school counselor.

Textual discussion and a table were presented to describe and illustrate the background, training, and work experience of the elementary principals responding in this study.

II. CONCLUSIONS

This study revealed several important findings regarding the academic preparation, work experience, work assignment, and functions of elementary school counselors as perceived by Iowa public elementary school principals. The

following conclusions are drawn from the findings of this study.

Academic preparation of counselors. In the academic preparation of the elementary counselor, consideration was given to four areas: professional education, counseling and guidance, psychology, and related disciplines.

Educational psychology was considered by 74 per cent of the Iowa principals as the most essential study in the area of professional education for the elementary counselor. One-half as many respondents viewed mental hygiene as being absolutely necessary, while the remaining education courses were regarded as absolutely essential by fewer than 30 per cent of the elementary principals. The majority of the principals indicated that all education courses mentioned in the area of professional education were desirable and of value to the counselor. It was noted that elementary school administration and audio-visual course work were regarded by approximately 40 per cent of the respondents as having little or no value in counselor education.

In the area of guidance and counseling, 81 per cent of the elementary principals regarded principles of guidance as the most necessary study in elementary counselor preparation. Individual testing was viewed as absolutely essential by 69 per cent of the principals, while group testing and measurement was felt to be absolutely necessary by 57 per

cent. The counseling practicum and counseling theory were considered to be absolutely essential by approximately one-half of the respondents. All of the above courses were regarded as absolutely necessary or desirable by 95 per cent or more of the responding Iowa principals. The other studies mentioned in the area of guidance and counseling were felt to be absolutely essential by 33 per cent or less of the respondents, and were considered by the majority of the principals as desirable and beneficial to the counselor. It was found that 30 per cent of the elementary principals regarded occupational information as having little or no value in elementary counselor preparation.

Child psychology was considered as the most essential study in the area of psychology for elementary counselors by 67 per cent of the Iowa principals. Approximately one-half of the respondents regarded the study of individual differences and psychology of learning as absolutely necessary in counselor preparation. Thirty per cent of the principals indicated psychology of personality and psychology of adjustment were absolutely essential. Ninety-seven per cent or more of the respondents considered the studies mentioned above as absolutely necessary or desirable. Abnormal psychology, social psychology, and clinical psychology were regarded as absolutely necessary by fewer than 20 per cent of the principals, and were viewed by approximately 70 per

cent as desirable and of value to the counselor.

No more than 21 per cent of the responding principals regarded studies in the area of related disciplines to be absolutely essential in counselor education. Approximately three-fourths of the respondents considered the study of juvenile delinquency and social case work as desirable for the counselor, while about one-half indicated speech correction and anthropology were desirable. Approximately one-half of the Iowa principals regarded speech correction and anthropology as having little or no value in counselor preparation.

Work experience of counselors. In this report, consideration was given to background work experience, both in the school and outside the school, that was pertinent to the elementary counselor.

Elementary school teaching experience was viewed as the most essential work experience in the school by 53 per cent of the Iowa elementary school principals. Another 46 per cent categorized elementary teaching experience as desirable. Counseling experience was regarded as absolutely essential by 33 per cent of the respondents, while an additional 62 per cent felt such experience was desirable. Other kinds of work experience in the school were considered absolutely necessary by 10 per cent or less of the elemen-

tary principals. All in-school work experiences considered in this study, except for senior high teaching, were regarded as desirable by a majority of the respondents. Sixty-three per cent of the principals felt senior high school teaching experience was of little or no value to the elementary counselor.

Fewer than 8 per cent of the responding elementary principals considered the outside-of-school work experiences covered in this study as absolutely necessary. Approximately 75 per cent of the respondents regarded experience in social service work and with youth organizations as desirable. About 40 per cent of the principals viewed work experience in a skilled trade, other manual occupation, business, or industrial work as desirable, while approximately 60 per cent indicated experience in any of these areas was of little or no value to the counselor.

Work assignment of counselors. Thirty-eight per cent of the Iowa principals indicated they would assign an elementary counselor to the role of counselor only. One-third of the respondents would have the counselor perform the roles of elementary counselor and social service worker. Fourteen per cent of the principals would have the counselor serve in the positions of elementary counselor and administrative assistant, while fewer than 10 per cent would have him serve the role of elementary counselor and also as a

special remedial teacher, classroom teacher, or administrative assistant and classroom teacher.

Functions of counselors. The following are functions of elementary school counselors considered most important by the majority of the responding Iowa elementary principals. The two functions considered very important by approximately 80 per cent of the respondents were consulting with parents about their children's problems and counseling students with personal and social problems. About 70 per cent of the principals viewed counseling students with academic and educational problems, interpreting pupils data to parents, and assisting teachers in testing and appraisal as highly important. Interpreting pupil data to staff members, interpreting appraisal and test data to students, acting as guidance consultant to the staff on pupils' problems, and interpreting the guidance program to the community were regarded as very important by approximately 60 per cent of the responding principals. About 50 per cent of the respondents indicated the functions of planning the standardized testing program, gathering information on pupils, providing leadership for in-service education programs in guidance, acting as a liaison with community referral agencies, identifying students with special talents and special problems, counseling children with severe discipline problems, fostering good mental hygiene among pupils and staff, and conducting group

guidance activities were highly important. In all the above categories, 80 per cent or more of the elementary principals listed these functions as very important or important.

Wide disagreement was found in the importance of certain functions that could be assigned to elementary counselors. Coordinating efforts of all specialists, administering the standardized testing program, interpreting pupil data to authorized community agencies, and providing and editing guidance material for staff and students are regarded as very important by about 40 per cent of the principals. Approximately 30 per cent of the respondents considered keeping up-to-date complete cumulative records, articulating guidance services with receiving schools, conducting community research on guidance problems, assessing pupil personality by use of projective techniques, and organizing and carrying out school orientation programs as very important.

The following counselor functions are considered as very important by fewer than 27 per cent of the responding principals. Ninety per cent or more of the responding principals felt that keeping attendance records, administering discipline, and teaching remedial reading were limited functions of elementary counselors. Seventy per cent indicated organizing and supervising student activities was a limited function. Providing vocational and occupational information

to students, counseling students with health problems, providing admission and registration advice, and assisting in planning the curriculum are regarded as limited functions by approximately one-half of the responding elementary school principals.

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APPENDIX

ELEMENTARY SCHOOL PRINCIPALS' OPINIONNAIRE CONCERNING ELEMENTARY SCHOOL COUNSELORS

I.

The following courses and work experiences are presented as possible areas of training and background for elementary school counselors. As an elementary school principal, kindly indicate your opinion of what you believe the importance of each course and work experience to be in relation to the success of the counselor in the elementary school - using the five-point rating scale given.

A. CERTAIN PROFESSIONAL EDUCATION COURSES IN COUNSELOR TRAINING.

5 - Absolutely Necessary
4 - Highly Desirable
3 - Desirable
2 - Little Contribution
1 - Unnecessary

1. Educational psychology.....(1) _____
2. Educational philosophy.....(2) _____
3. Curriculum development.....(3) _____
4. Education of the gifted.....(4) _____
5. Educ. of the ment. retarded...(5) _____
6. Educ. of phys. handicapped...(6) _____
7. Mental hygiene.....(7) _____
8. Methods of research.....(8) _____
9. Statistics.....(9) _____
10. Remedial reading.....(10) _____
11. Audio-visual.....(11) _____
12. Elem. sch. administration...(12) _____

B. CERTAIN COUNSELING & GUIDANCE COURSES IN COUNSELOR TRAINING.

5 - Absolutely Necessary
4 - Highly Desirable
3 - Desirable
2 - Little Contribution
1 - Unnecessary

13. Principles of guidance.....(13) _____
14. Individual testing.....(14) _____
15. Group test. & measurement...(15) _____
16. Occupational information....(16) _____
17. Org. of guidance services...(17) _____
18. Counseling theory.....(18) _____
19. Counseling practicum.....(19) _____
20. Group guidance.....(20) _____
21. Play therapy.....(21) _____

C. CERTAIN AREAS OF PSYCHOLOGY IN COUNSELOR TRAINING.

5 - Absolutely Necessary
4 - Highly Desirable
3 - Desirable
2 - Little Contribution
1 - Unnecessary

22. Psychology of learning.....(22) _____
23. Individual differences.....(23) _____
24. Child psychology.....(24) _____
25. Adolescent psychology.....(25) _____
26. Psychology of personality...(26) _____
27. Psychology of adjustment....(27) _____
28. Social psychology.....(28) _____
29. Abnormal psychology.....(29) _____
30. Clinical psychology.....(30) _____

D. CERTAIN RELATED DISCIPLINES IN COUNSELOR TRAINING.

5 - Absolutely Necessary
4 - Highly Desirable
3 - Desirable
2 - Little Contribution
1 - Unnecessary

31. Juvenile delinquency.....(31) _____
32. Social case work.....(32) _____
33. Speech correction.....(33) _____
34. Anthropology.....(34) _____

E. VARIOUS KINDS OF WORK EXPERIENCE IN THE SCHOOL.

5 - Absolutely Necessary
4 - Highly Desirable
3 - Desirable
2 - Little Contribution
1 - Unnecessary

35. Elementary teaching.....(35) _____
36. Junior high teaching.....(36) _____
37. Senior high teaching.....(37) _____
38. Special remedial teaching...(38) _____
39. Elementary supervision.....(39) _____
40. Elementary administration...(40) _____
41. School psychologist.....(41) _____
42. Social service worker.....(42) _____
43. Counseling experience.....(43) _____

F. VARIOUS KINDS OF WORK EXPERIENCE OUTSIDE THE SCHOOL.

5 - Absolutely Necessary
4 - Highly Desirable
3 - Desirable
2 - Little Contribution
1 - Unnecessary

44. Skilled trade or other manual occupation.....(44) _____
45. Social service work.....(45) _____
46. Business or industrial work...(46) _____
47. Youth organizations.....(47) _____

II.

As an elementary school principal, kindly indicate how you would use (or do use, if you presently have a counselor) an elementary school counselor in your school, assuming a counselor was available. (Check (X) only one answer.)

48. As an elementary counselor only.....(48) _____
49. As an elementary counselor & administrative assistant...(49) _____
50. As an elementary counselor & classroom teacher.....(50) _____
51. As an elem. counselor, admin. asst., & classroom tchr...(51) _____
52. As an elementary counselor & special remedial teacher...(52) _____
53. As an elementary counselor & social service worker.....(53) _____
54. OTHER (Please indicate) _____

III.

As an elementary school principal, kindly indicate your opinion of what you believe the relative importance of each of the following functions to be in regard to the role of the elementary school counselor in the elementary school - using the four-point rating scale given.

4 - Very Important
3 - Important
2 - Limited
1 - Not A Function

1. Providing admission & registration advice.....(1) _____
2. Organizing & carrying out school orientation programs....(2) _____
3. Articulating guidance services with receiving schools....(3) _____
4. Keeping attendance records.....(4) _____
5. Keeping up-to-date complete cumulative records.....(5) _____
6. Org. & superv. student activities (council, clubs, etc.)...(6) _____
7. Assisting in planning the curriculum.....(7) _____
8. Administering discipline.....(8) _____
9. Teaching remedial reading.....(9) _____
10. Providing vocational & occup. info. to students.....(10) _____
11. Planning the standardized testing program.....(11) _____
12. Administering the standardized testing program.....(12) _____
13. Interpreting appraisal and test data to students.....(13) _____
14. Asst. teachers in the area of testing and appraisal.....(14) _____
15. Consulting with parents about their children's problems...(15) _____
16. Interpreting pupil data to parents.....(16) _____
17. Acting as a liaison with community referral agencies....(17) _____
18. Coord. efforts of all specialists (psych., phys., etc.)...(18) _____
19. Interp. pupil data to authorized community agencies.....(19) _____
20. Interpreting the guidance program to the community.....(20) _____
21. Conducting community research on guidance problems.....(21) _____
22. Gathering information on pupils.....(22) _____
23. Assess. pupil personality with use of projective tech....(23) _____
24. Ident. students with spec. talents and spec. problems...(24) _____
25. Interpreting pupil data to staff members.....(25) _____
26. Assisting teachers in the grouping of children.....(26) _____
27. Asst. prin. in grouping of pupils for instr. purposes...(27) _____
28. Prov. leadership for sch. in-serv. trn. prog. in guid...(28) _____
29. Providing & editing guid. material for staff & students...(29) _____
30. Acting as guid. consultant to staff on pupil's problems...(30) _____
31. Fostering good mental hygiene among pupils and staff....(31) _____
32. Counseling students with personal and social problems...(32) _____
33. Counseling students with academic and educational prob...(33) _____
34. Counseling students with health problems.....(34) _____
35. Counseling children with severe discipline problems.....(35) _____
36. Conducting group guidance activities.....(36) _____

IV.

Please complete the necessary information requested on this page, concerning your background and the school/s in which you are presently working.

1.	2.	3.	4.	5.	6.	7.	8.
County #	District #	School #	Social Security #	Folder #	(Last) (First) (M.I.)	M P	Sex Age
					Name		

A. ADMINISTRATIVE STATUS & EXPERIENCE

Questions 9 through 13

9. Present Administrative Status: (Check (X) only one.)
- (1) ☐ Full-time elementary principal
- (2) ☐ Part-time teaching elementary principal
- (3) ☐ School administrator acting in the capacity of elementary principal
- (4) ☐ Professional educator other than a school admin. acting in the capacity of elem. prin.
11. Years Of Administrative Experience:
- (1) ☐ Elementary (Any combination K - 8)
- (2) ☐ Junior high (Any combination 7, 8, & 9)
- (3) ☐ Senior high (Any combination 9, 10, 11, & 12)
10. Years Of Teaching Experience:
- (1) ☐ Elementary (Any combination K - 8)
- (2) ☐ Junior high (Any combination 7, 8, & 9)
- (3) ☐ Senior high (Any combination 9, 10, 11, & 12)
12. Years Of Elementary School Administrative Experience In Present School District
13. Years Of Work Experience Outside The Teaching Profession

B. ELEMENTARY SCHOOL/S ADMIN. & SUPERVISED

Questions 14 through 17

C. STATUS OF ELEMENTARY COUNSELOR

Questions 18 and 19

14.	15.	*16.	**17.	18.			19.		
Check No. Of School/s You Now Admin. & Supervise	Present Pupil Enrollment In Ea. Sch.	Vertical Pattern Of Elem. Sch. Org. In Each School	Horizontal Pattern Of Elem. Sch. Org. In Each School	Status Of Elem. Coun. In Ea. Sch.			If 'None' for #18, are plans being formulated to have a coun. within the next 5 years?		
				Full-time	Part-time	None		Yes	No
Sch. 1									
Sch. 2									
Sch. 3									
Sch. 4									
Sch. 5									

*16. Vertical Patterns Of Elementary School Organization:

1 - Graded structure

2 - Multi-graded structure

3 - Non-graded structure

(Write the combination of patterns, if more than one pattern exists in a school.)

**17. Horizontal Patterns Of Elementary School Organization:

1 - Self-contained classroom (Placing a group of children with a teacher for the major portion of the day)

2 - Platooning (Moving students from room to room in a system of departmentalization)

3 - Dual progress (Homeroom teacher placed in charge of two rooms, on a half day basis for each)

4 - Team teaching (Having two or more teachers assume joint responsibility for directing the learning activities of a group of students)

(Write the combination of patterns, if more than one pattern exists in a school.)

D. PROFESSIONAL TRAINING

Questions 20 through 25

20.	21.	22.	23.	24.	25.
Total Semester Hours Of College Credit	Total Semester Hours In Guid. And Counseling	Check (X) Degree/s Received	Institution Granting Each Degree	Major or Majors	Year Degree Received
		Bachelor's			
		Master's			
		Specialist's			
		Doctor's			

*To convert quarter hours to semester hours, multiply the number of quarter hours by two-thirds.

466P-101G

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

DATE: April 25, 1966
TO: Public Elementary School Principals
FROM: Giles J. Smith, Chief -- Guidance Services Section
SUBJECT: A Research Project Designed To Access Your Opinion Concerning
Various Aspects Of Guidance At The Elementary School Level.

The Guidance Services Section would appreciate your cooperation in assisting us to carry out a research project designed to identify those areas of training, work experience, and guidance functions that elementary school principals consider essential and valuable for elementary guidance counselors working in the elementary schools.

It is believed that the rapid growth in Guidance Services at the elementary school level has been one of the most significant trends in Pupil Personnel and Guidance Services during the past 10 years. In our concern to provide leadership for programs of Guidance Services which would be designed with a sensitivity to the needs of elementary school children, we feel that you as an elementary school principal or administrator have a very important role to play if the guidance program of the school is to be successful.

We are asking that you take 10 minutes or so of your time to respond to the enclosed opinionnaire, giving us your candid and honest reactions to the items, and in doing so we believe that you will make a significant contribution to the further development of programs of guidance services for pupils in the elementary schools of Iowa.

Please complete this opinionnaire and return it in the self-addressed stamped envelope to us at your earliest convenience. We would like to receive your response not later than Friday, May 6th.

Thanks again for your cooperation.

Sincerely,


G. J. Smith

GJS:em